

Name

Jeff Bunner

Date of Observation

5/10/10

Grade

HS Social Studies

317

	O	NA	NO	NI	Comments
Planning/Preparation					
Lesson plans completed in advance	✓				- greeted students as they arrived
Instructional goals; sequential objectives	✓				- objectives of week posted
Informed use of student achievement data		✓			- use of Smart Board
Standards/Anchors			✓		- great plan, esp. for after AP test is finished
Resource materials/technology	✓				- goals clearly stated; interactive rubric explained
Multiple assessments	✓				
Teacher resource documentation	✓				
Classroom Environment					
Students are actively engaged	✓				- students - all attentive
Equitable learning opportunities	✓				- excellent room displays
Effective classroom procedures	✓				- students all engaged and interested in content
Organization of physical space	✓				- excellent transitions, goals clearly linked to instruction
Relevant displays/Efficient transitions	✓				
Instructional Delivery					
High quality student work modeled/expected	✓				- began @ review of AP exam from previous Friday
Evidence of reinforcement	✓				- direct instruction @ much student interaction
Effective use of time	✓				- great flow to lesson
Discussion/Questioning strategies	✓		✓		- analyzed AP score to percentage correct
Differentiated instruction	✓				- obvious excellent content knowledge
Equitable/constructive feedback	✓				- great modeling (behaviors, knowledge, content)
Application/performance activities	✓				
Informal/formal assessments – Pre/Post	✓				
High degree of flexibility/responsiveness	✓				
Integrated assessment	✓				
Professionalism					
Models appropriate speech/behaviors	✓				- great rapport @ students
Maintains poise and composure	✓				- great proximity
Maintains professional appearance	✓				- excellent sense of humor
Exhibits personal enthusiasm	✓				- clearly care about students
Demonstrates effective communication skills/clarity; offers corrective phrases	✓				- safe learning environment
Demonstrates respect for students	✓				- excellent energy & enthusiasm
Evidence/knowledge of students guides instruction	✓				- great modeling

Administrator

Date

Teacher

Date

O – Performance observed; found satisfactory

NA – Performance not observed; not applicable for this lesson

NO – Performance not observed; inclusion could have strengthened lesson

NI – Performance as observed indicated need for improvement

Revised 09/07

**Washington School District
Supervisory Report**

Formal Observation

Name Jeff Bunner Date 5/10/2010

Subject AP European History Grade 10-12 Building HS

Comments/Recommendations

- you greeted students by name as they arrived – great technique
- objectives for each day of the week clearly posted
- great use of analogies (e.g. “Render unto AP what is APs,” “where the rubber meets the road,” etc.)
- described individual and group work for the week, with an interactive collaborative rubric – very high-level technique
- great application to real-life situations (e.g. role of people in group work)
- great proximity – you moved throughout the room the entire class
- post-AP interview project – students all interested, remembered projects from previous years; memorable – outstanding student engagement, truly life-long learning!
- great explanation that project has to be an educational tool
- “Know Thyself” – you discussed that you prefer to be in control (e.g. plane) – great to know and acknowledge your own strengths and weaknesses (this may be both!)
- questioning – good at times, utilize more higher-level questioning more often
- addressed/engaged every student individually (adjective for how they felt they did on the AP exam, other discussion)
- adjective exercise – great use of limiting response to one word only – great exercise
- great flow to lesson
- excellent analysis of AP score to percent answers correct (42% = 3)
- great “cool-down” explanation of post-test thoughts/feelings
- obvious excellent content knowledge!
- “Why do I care how you feel about the AP test?” generated great discussion! Open-ended question, left control of answers to class

WASHINGTON SCHOOL DISTRICT AUXILIARY RESPONSIBILITIES
TEACHER EVALUATION

Name Jeffrey Bunner
Building High School

Date of Evaluation 6/4/10
Grade 10-12

S = Satisfactory

NA = Not applicable

NI = Needs improvement

REMARKS

I. Personal

- A. Maintains professional appearance S
- B. Demonstrates sympathetic, empathetic and realistic responses at appropriate times S
- C. Exhibits acceptable communication skills both oral and written S
- D. Reacts to constructive criticism and supervision in a professional manner and/or seeks appropriate help when recommended S
- E. Reports promptly to school S
- F. Handles confidential information and sensitive situations with discretion S

II. Assignments and Management

- A. Enforces school rules and policies as explained in the building handbook S
- B. Is punctual and conscientious in performing assigned duties and responsibilities S
- C. Attends scheduled meetings punctually on a building, departmental and district level at which attendance is required, unless excused by the building principal S
- D. Maintains order and discipline outside the classroom S
- E. Uses furnishings, equipment, materials and supplies properly and effectively S

III. Clerical

- A. Completes and submits administrative reports promptly, accurately and legibly S
- B. Maintains accurate, complete records as required by law, district policy and administrative regulations S

IV. Professional Relations/Development

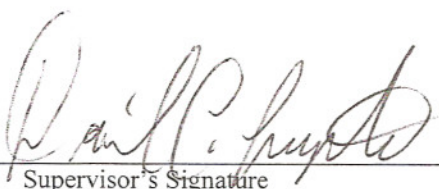
- A. Cooperates with the school administration and faculty by sharing responsibilities for the total school program S
- B. Utilizes proper channels for school and individual problems S
- C. Updates professional knowledge and skills S
- D. Maintains professional standards in relationships with colleagues and associates S

V. School Community Relations

- A. Adheres to and supports school rules, administrative regulations and board policies in contacts with parents and the general public S
- B. Keeps parents informed regarding student progress or problems through written reports, phone calls and/or parental conferences S

Supervisor Comments

Teacher Comments


Supervisor's Signature

6/4/10
Date


Teacher's Signature

Date

Commonwealth of Pennsylvania
DEPARTMENT OF EDUCATION
333 Market Street, Harrisburg, PA 17126-0333

TEMPORARY PROFESSIONAL EMPLOYEE/PROFESSIONAL EMPLOYEE RATING FORM

PDE-5501 (4/05)

Last Name Bunner		First Jeffrey	Middle A.
District/IU Washington		School High School	
Satisfactory Service of employee sufficiently acceptable to justify continuance of employment.	Signature of Rater: <i>Paul C. Bunner</i>		Unsatisfactory Improvement is essential to justify continuance in service.
	Position: <i>Assistant Superintendent</i>	Date: <i>6/4/10</i>	
I. PERSONALITY: (encompasses those personal characteristics that directly influence professional performance.)		II. PREPARATION	III. TECHNIQUE
5		5	5
• Exercises (prudent) judgment. • Maintains personal hygiene. • Maintains poise and composure. • Maintains professional attitudes.		• Communicates with parents about student's progress. • Demonstrates appropriate language usage. • Demonstrates a willingness to cooperate toward district goals. • Evidences planning which reflects objectives and activities. • Keeps abreast of subject matter and special practices. • Provides appropriate instructional material to meet the student's needs.	• Demonstrates ability to organize for instruction. • Encourages students with appropriate reinforcement. • Provides an educational atmosphere consistent with instructional goals. • Provides for individual student differences. • Utilizes appropriate strategies.
5		5	5
		IV. PUPIL REACTION: (student response to activities over which the professional employee has control.)	
		5	
		• Demonstrates work/study habits. • Evidences communication skills. • Exhibits behaviors conducive to learning. • Participates in learning activities.	
		5	

Rating: Temporary Professional Employee
I certify that the above-named employee for
the period beginning _____
(month/day/year)
and ending _____
(month/day/year) has received
a rating of **SATISFACTORY** ☒
UNSATISFACTORY ☐

Rating (Total Category I, II, III, IV) _____
Seniority _____

Rating: Professional Employee
I certify that the above-named employee for
the period beginning *9/1/2000*
(month/day/year)
and ending *6/15/2010* has received
(month/day/year)
a rating of **SATISFACTORY** ☒
UNSATISFACTORY ☐

Date _____ I.U. Executive Director or Dist. Supt.

I acknowledge that I have read the report and that I have been given an opportunity to discuss it with the rater.

6/4/10 Date
Paul C. Bunner Signature of Employee
6/4/10 Date
Jeffrey A. Bunner Signature of Employee

WASHINGTON SCHOOL DISTRICT
2009-2010 GOALS

Name: Jeff Bunner

Position: High School Social Studies Educator/Department Chair

Goals	Strategies/ Activities	Results
Complete Curriculum mapping in coordination with Textbook Adoption and Course Realignment	<ol style="list-style-type: none"> 1. Best practices for mapping – SAS Guide. 2. Social Studies Summit guidelines for textbook adoption. 3. Collaboration within department regarding realignment goals to suit textbook adoption and mapping/PDE Standards alignment. 	Curriculum Mapping is complete, including essential questions. Lesson plans based on UbD have been completed in all subject areas
Assessment - Adopt entrance and exit exams – midterms and finals in anticipation of Keystone Exams. Introduce more authentic assessment – collaboration & reflection.	<ol style="list-style-type: none"> 1. Entrance Exams built around mapping and essential questions 2. Entry and exit slips and journals to achieve writing benchmarks. 3. CFF-technology use and Epals collaboration with students from around the world on “big ideas.” 	<ol style="list-style-type: none"> 1. Assessments built with “backward design.” 2. Entry & Exit slips used throughout the year for prompts, checking for understanding, and reflection. 3. Epals was a success.
Social Studies Resource Room – Establish common area for Social Studies resources/collaboration.	<ol style="list-style-type: none"> 1. Establish area – organize inventory – develop resource use policy 2. Combine resources and textbooks to facilitate group purchasing and used textbook sales 3. Collaborate 2 times per month in common area. 4. Introduce peer observations, mentoring by department, and team teaching. 	<ol style="list-style-type: none"> 1. Social Studies resource room was a success, combining resources and collaboration. 2. Collaboration was key during our extensive book adoption process. 3. Peer observation and team teaching framework developed for implementation.

Date of Initial Review: _____

Signatures: _____

Administrator _____

Teacher/Auxiliary Staff Member _____

Date of Final Review: 6/4/10

Signatures: _____

Administrator David P. Hays 6/4/10

Teacher/Auxiliary Staff Member Jeff Bunner 5/24/2010

WASHINGTON SCHOOL DISTRICT
2009-2010 GOALS

Name: Jeff Bunner

Position: High School Social Studies Educator/Department Chair

Goals	Strategies/ Activities	Results
Complete Curriculum mapping in coordination with Textbook Adoption and Course Realignment	<ol style="list-style-type: none"> 1. Best practices for mapping – SAS Guide. 2. Social Studies Summit guidelines for textbook adoption. 3. Collaboration within department regarding realignment goals to suit textbook adoption and mapping/PDE Standards alignment. 	Curriculum Mapping is complete, including essential questions. Lesson plans based on UbD have been completed in all subject areas
Assessment - Adopt entrance and exit exams – midterms and finals in anticipation of Keystone Exams. Introduce more authentic assessment – collaboration & reflection.	<ol style="list-style-type: none"> 1. Entrance Exams built around mapping and essential questions 2. Entry and exit slips and journals to achieve writing benchmarks. 3. CFF-technology use and Epals collaboration with students from around the world on “big ideas.” 	<ol style="list-style-type: none"> 1. Assessments built with “backward design.” 2. Entry & Exit slips used throughout the year for prompts, checking for understanding, and reflection. 3. Epals was a success.
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Date of Initial Review: _____

Signatures:

Administrator

Teacher/Auxiliary Staff Member

Date of Final Review: _____

Signatures:

Administrator

Teacher/Auxiliary Staff Member

Jeff Bunner 8/24/10

Name Mr. Bunner Date of Observation 5/21/09 Grade Sociology

Robert G. Nichols 6/9/09
Administrator

Date _____

Teacher

Date _____

- Revised 09/07

WASHINGTON SCHOOL DISTRICT AUXILIARY RESPONSIBILITIES
TEACHER EVALUATION

Name Jeff Bunner
Building WHS

Date of Evaluation 5/26/09
Grade 9-12

S = Satisfactory	NA = Not applicable	NI = Needs improvement
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REMARKS

I. Personal

- A. Maintains professional appearance
- B. Demonstrates sympathetic, empathetic and realistic responses at appropriate times
- C. Exhibits acceptable communication skills both oral and written
- D. Reacts to constructive criticism and supervision in a professional manner and/or seeks appropriate help when recommended
- E. Reports promptly to school
- F. Handles confidential information and sensitive situations with discretion

S
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Seeks increased responsibilities

II. Assignments and Management

- A. Enforces school rules and policies as explained in the building handbook
- B. Is punctual and conscientious in performing assigned duties and responsibilities
- C. Attends scheduled meetings punctually on a building, departmental and district level at which attendance is required, unless excused by the building principal
- D. Maintains order and discipline outside the classroom
- E. Uses furnishings, equipment, materials and supplies properly and effectively

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S

Keeps abreast of current developments

III. Clerical

- A. Completes and submits administrative reports promptly, accurately and legibly
- B. Maintains accurate, complete records as required by law, district policy and administrative regulations

S
S

IV. Professional Relations/Development

- A. Cooperates with the school administration and faculty by sharing responsibilities for the total school program
- B. Utilizes proper channels for school and individual problems
- C. Updates professional knowledge and skills
- D. Maintains professional standards in relationships with colleagues and associates

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V. School Community Relations

- A. Adheres to and supports school rules, administrative regulations and board policies in contacts with parents and the general public
- B. Keeps parents informed regarding student progress or problems through written reports, phone calls and/or parental conferences

S
S

Keeps other adequately informed

Supervisor Comments

Teacher Comments

[Signature]

Supervisor's Signature

5/26/09

Date

[Signature] 5/31/09

Teacher's Signature

Date

TEMPORARY PROFESSIONAL EMPLOYEE/PROFESSIONAL EMPLOYEE RATING FORM

Burner Jeff
Last Name First Middle
Washington Washington High School
District/IU School

Satisfactory Service of employee sufficiently acceptable to justify continuation of employment.		Signature of Rater: <u>[Signature]</u> Position: <u>Principal</u> Date: <u>5/28/09</u>		Unsatisfactory Improvement is essential to justify continuance in service.		Signature of Rater: _____ Position: _____ Date: _____	
I. PERSONALITY: (encompasses those personal characteristics that directly influence professional performance.)		II. PREPARATION		III. TECHNIQUE		IV. PUPIL REACTION: (student response to activities over which the professional employee has control.)	
5 <ul style="list-style-type: none"> Exercises (prudent) judgment. Maintains personal hygiene. Maintains poise and composure. Maintains professional attitudes. 		5 <ul style="list-style-type: none"> Communicates with parents about student's progress. Demonstrates appropriate language usage. Demonstrates a willingness to cooperate toward district goals. Evidences planning which reflects objectives and activities. Keeps abreast of subject matter and special practices. Provides appropriate instructional material to meet the student's needs. 		5 <ul style="list-style-type: none"> Demonstrates ability to organize for instruction. Encourages students with appropriate reinforcement. Provides an educational atmosphere consistent with instructional goals. Provides for individual student differences. Utilizes appropriate strategies. 		5 <ul style="list-style-type: none"> Demonstrates work/study habits. Evidences communication skills. Exhibits behaviors conducive to learning. Participates in learning activities. 	

Rating: Temporary Professional Employee

I certify that the above-named employee for the period beginning _____

(month/day/year)
and ending _____ has received
(month/day/year)

a rating of

SATISFACTORY ☐UNSATISFACTORY ☐

Date _____

I.U. Executive Director or Dist. Supt.

I acknowledge that I have read the report and that I have been given an opportunity to discuss it with the rater.
My signature does not necessarily mean that I agree with the performance evaluation.

Rating

(Total Category I, II, III, IV)

5

Seniority

—

Rating: Professional EmployeeI certify that the above-named employee for the period beginning 8/25/08(month/day/year)
and ending 6/8/09 has received
(month/day/year)

a rating of

SATISFACTORY ☒UNSATISFACTORY ☐

Date _____

I.U. Executive Director or Dist. Supt.

6/1/09 [Signature]
Date Signature of Employee

WASHINGTON SCHOOL DISTRICT FORMAL OBSERVATION

Name Mr. Bunner

Date of Observation 5/27/08

Grade 11, 12

tool place 4th

	O	NA	NO	NI	Comments
Planning/Preparation					
Lesson plans completed in advance	X				Lesson plans are complete and align with the Standards. Objectives are clear and procedures were established. Lesson reflects provisions for learners who finish early as well as learners who need special help.
Instructional goals; sequential objectives	X				
Informed use of student achievement data	X				
Standards/Anchors	X				
Resource materials/technology	X				
Multiple assessments	X				
Teacher resource documentation	X				
Classroom Environment					
Students are actively engaged	X				Mr. Bunner begins his lessons promptly and stimulates student thinking. He has excellent classroom management skills and motivates students to participate and take ownership of their education.
Equitable learning opportunities	X				
Effective classroom procedures	X				
Organization of physical space	X				
Relevant displays/efficient transitions	X				
Instructional Delivery					
High quality student work modeled/expected	X				Mr. Bunner connects to students' interests and experiences, and he asks questions that encourage students to use higher level thinking. Mr. Bunner elicits students' responses regularly and promotes cognitive thinking. He also does a wonderful job of integrating technology into his lessons. It is evident that Mr. Bunner & his students are comfortable with the new CFF Technology.
Evidence of reinforcement	X				
Effective use of time	X				
Discussion/Questioning strategies	X				
Differentiated instruction	X				
Equitable/constructive feedback	X				
Application/performance activities	X				
Informal/formal assessments - Pre/Post	X				
High degree of flexibility/responsiveness	X				
Integrated assessment	X				
Professionalism					
Models appropriate speech/behaviors	X				Mr. Bunner is a true leader who never hesitates to take on additional responsibilities. He always adheres to and supports school rules, administrative regulations and board policies. Mr. Bunner is also a terrific role model for his students.
Maintains poise and composure	X				
Maintains professional appearance	X				
Exhibits personal enthusiasm	X				
Demonstrates effective communication skills/clarity; offers corrective phrases	X				
Demonstrates respect for students	X				
Evidence/knowledge of students guides instruction	X				

Robert (B) Mikelis

Administrator

6/2/08

Date

Mr. Bunner

Teacher

6/2/08

Date

- O - Performance observed; found satisfactory
 NA - Performance not observed; not applicable for this lesson
 NO - Performance not observed; inclusion could have strengthened lesson
 NI - Performance as observed indicated need for improvement

came to 317 asked me to sign

Revised 09/07

WASHINGTON SCHOOL DISTRICT AUXILIARY RESPONSIBILITIES
TEACHER EVALUATION

Name Jeff Bunner
Building High School

Date of Evaluation 5/30/08
Grade 10-12

S = Satisfactory

NA = Not applicable

NI = Needs improvement

REMARKS

I. Personal

- A. Maintains professional appearance
- B. Demonstrates sympathetic, empathetic and realistic responses at appropriate times
- C. Exhibits acceptable communication skills both oral and written
- D. Reacts to constructive criticism and supervision in a professional manner and/or seeks appropriate help when recommended
- E. Reports promptly to school
- F. Handles confidential information and sensitive situations with discretion

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- Monitors own work to ensure quality.

II. Assignments and Management

- A. Enforces school rules and policies as explained in the building handbook
- B. Is punctual and conscientious in performing assigned duties and responsibilities
- C. Attends scheduled meetings punctually on a building, departmental and district level at which attendance is required, unless excused by the building principal
- D. Maintains order and discipline outside the classroom
- E. Uses furnishings, equipment, materials and supplies properly and effectively

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- Displays commitment to excellence

III. Clerical

- A. Completes and submits administrative reports promptly, accurately and legibly
- B. Maintains accurate, complete records as required by law, district policy and administrative regulations

S
S

IV. Professional Relations/Development

- A. Cooperates with the school administration and faculty by sharing responsibilities for the total school program
- B. Utilizes proper channels for school and individual problems
- C. Updates professional knowledge and skills
- D. Maintains professional standards in relationships with colleagues and associates

S
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- Resolves problems in early stages.

V. School Community Relations

- A. Adheres to and supports school rules, administrative regulations and board policies in contacts with parents and the general public
- B. Keeps parents informed regarding student progress or problems through written reports, phone calls and/or parental conferences

S
S

Supervisor Comments

Teacher Comments

Supervisor's Signature

Date

Teacher's Signature

Date

TEMPORARY PROFESSIONAL EMPLOYEE/PROFESSIONAL EMPLOYEE RATING FORM

Bunch Jeff
Last Name First Middle
Washington Washington High School
District/IU School

Satisfactory Service of employee sufficiently acceptable to justify continuation of employment.		Signature of Rater: <u>Jul. P. R...</u> Position: <u>Principal</u> Date: <u>5/30/08</u>		Unsatisfactory Improvement is essential to justify continuance in service.		Signature of Rater: _____ Position: _____ Date: _____	
I. PERSONALITY: (encompasses those personal characteristics that directly influence professional performance.)		II. PREPARATION		III. TECHNIQUE		IV. PUPIL REACTION: (student response to activities over which the professional employee has control.)	
20		20		20		20	
<ul style="list-style-type: none"> Exercises (prudent) judgment. Maintains personal hygiene. Maintains poise and composure. Maintains professional attitudes. 		<ul style="list-style-type: none"> Communicates with parents about student's progress. Demonstrates appropriate language usage. Demonstrates a willingness to cooperate toward district goals. Evidences planning which reflects objectives and activities. Keeps abreast of subject matter and special practices. Provides appropriate instructional material to meet the student's needs. 		<ul style="list-style-type: none"> Demonstrates ability to organize for instruction. Encourages students with appropriate reinforcement. Provides an educational atmosphere consistent with instructional goals. Provides for individual student differences. Utilizes appropriate strategies. 		<ul style="list-style-type: none"> Demonstrates work/study habits. Evidences communication skills. Exhibits behaviors conducive to learning. Participates in learning activities. 	
20		20		20		20	

Rating: Temporary Professional Employee
 I certify that the above-named employee for the period beginning _____ (month/day/year) and ending _____ (month/day/year) has received a rating of
 SATISFACTORY ☐ UNSATISFACTORY ☐

Rating (Total Category I, II, III, IV)	<u>80</u>
Seniority	—

Rating: Professional Employee
 I certify that the above-named employee for the period beginning 8/24/07 (month/day/year) and ending 6/5/08 (month/day/year) has received a rating of
 SATISFACTORY ☒ UNSATISFACTORY ☐

Date _____ I.U. Executive Director or Dist. Supt.

Date _____ I.U. Executive Director or Dist. Supt.

I acknowledge that I have read the report and that I have been given an opportunity to discuss it with the rater.
 My signature does not necessarily mean that I agree with the performance evaluation.

Date _____

Signature of Employee _____

WASHINGTON SCHOOL DISTRICT FORMAL OBSERVATION

Name

Jeff Bunner

Date of Observation

4-10-07

Grade

20th Cent. 9.

	O	NA	NO	NI	Comments
Planning/Preparation					
Lesson plans completed in advance	/				<p>There are so many positive things I can say about this lesson.</p> <ul style="list-style-type: none"> • Well sequenced. • Resources - (Many) • Variety of strategy & methods. • Kept in on the different learning styles • Environment - Excellent (Routines Procedures) • Routine class module (Student focused) • Planning is very extensive.
Instructional goals; sequential objectives	/	Great			
Student data applied	/				
Content standards	/				
Resource materials/technology	/	Variety			
Multiple assessments	/				
Teacher resource documentation	/				
Classroom Environment					
Students are actively engaged	/	Always			<p>Jeff,</p> <p>I truly feel you are a Master Teacher who affect or make impact on your students. To do this, you use very effective teaching practices. Your dedication and work ethic have brought this about. I really appreciate you and thank you for all you do for our kids.</p>
Equitable learning opportunities	/				
Effective classroom procedures	/	Very Good			
Organization of physical space	/				
Relevant displays	/	(Many)			
Instructional Delivery					
High quality student work valued	/				
Evidence of reinforcement	/				
Effective use of time	/				
Dimensions of Learning strategies	/				
Differentiated instruction	/				
Equitable/constructive feedback	/				
Application/performance activities	/	(Music)			
Informed use of informal/formal assessments	/	Both			
High degree of flexibility/responsiveness	/				
Integrated assessment	/				
Professionalism					
Models appropriate speech/behaviors	/				<p>and thank you for all you do for our kids.</p>
Maintains poise and composure	/				
Maintains professional appearance	/				
Exhibits personal enthusiasm	/	Always			
Demonstrates effective communication skills/clarity	/				
Demonstrates respect for students	/				
Evidence/knowledge of students guides instruction	/				

Administrator

Date

Teacher

Date

O - Performance observed; found satisfactory

NA - Performance not observed; not applicable for this lesson

NO - Performance not observed; inclusion could have strengthened lesson

NI - Performance as observed indicated need for improvement

Revised 10/04

Jeff Bunner

WASHINGTON SCHOOL DISTRICT FORMAL OBSERVATION

Name Jeff Bunner Date of Observation 4-10-07 Grade 20th Cent-9

	O	NA	NO	NI	Comments
Planning/Preparation					
Lesson plans completed in advance	/				There are so many positive things I can say about this lesson.
Instructional goals; sequential objectives	/	Great			
Student data applied	/				
Content standards	/				
Resource materials/technology	/	Variety			
Multiple assessments	/				• Well sequenced.
Teacher resource documentation	/				• Resources - (Many)
Classroom Environment					
Students are actively engaged	/	Always			• Variety of strategies & methods.
Equitable learning opportunities	/				• Kept in on the different learning styles
Effective classroom procedures	/	Very Good			
Organization of physical space	/				
Relevant displays	/	(Many)			• Environment - Excellent (Routines Procedures)
Instructional Delivery					
High quality student work valued	/				• Entire class involved (Student focused)
Evidence of reinforcement	/				
Effective use of time	/				• Planning is very extensive.
Dimensions of Learning strategies	/				
Differentiated instruction	/				
Equitable/constructive feedback	/				
Application/performance activities	/	(Music)			
Informed use of informal/formal assessments	/	Both			
High degree of flexibility/responsiveness	/				
Integrated assessment	/				
Professionalism					
Models appropriate speech/behaviors	/				
Maintains poise and composure	/				
Maintains professional appearance	/				
Exhibits personal enthusiasm	/	Always			
Demonstrates effective communication skills/clarity	/				
Demonstrates respect for students	/				
Evidence/knowledge of students guides instruction	/				

Jeff, I truly feel you are a Master Teacher who affect or make impact on your students. To do this, you use very effective teaching practices. Your dedication and work ethic have brought this about. I really appreciate you and thank you for all you do for our kids.

Administrator

Date

Teacher

Date

O - Performance observed; found satisfactory
 NA - Performance not observed; not applicable for this lesson
 NO - Performance not observed; inclusion could have strengthened lesson
 NI - Performance as observed indicated need for improvement

Commonwealth of Pennsylvania
DEPARTMENT OF EDUCATION
333 Market Street, Harrisburg, PA 17126-0333
TEMPORARY PROFESSIONAL EMPLOYEE/PROFESSIONAL EMPLOYEE RATING FORM

Last Name Brunner First Jeffrey Middle _____
District/IU WASHINGTON SCHOOL DISTRICT School Washington High School

Satisfactory Service of employee sufficiently acceptable to justify continuation of employment.	Signature of Rater: <u>Paul Janko</u> Position: <u>Principal</u> Date: <u>6-4-07</u>	Unsatisfactory Improvement is essential to justify continuance in service.	Signature of Rater: _____ Position: _____ Date: _____
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I. PERSONALITY: (encompasses those personal characteristics that directly influence professional performance.) • Exercises (prudent) judgment. • Maintains personal hygiene. • Maintains poise and composure. • Maintains professional attitudes.	II. PREPARATION • Communicates with parents about student's progress. • Demonstrates appropriate language usage. • Demonstrates a willingness to cooperate toward district goals. • Evidences planning which reflects objectives and activities. • Keeps abreast of subject matter and special practices. • Provides appropriate instructional material to meet the student's needs.	III. TECHNIQUE • Demonstrates ability to organize for instruction. • Encourages students with appropriate reinforcement. • Provides an educational atmosphere consistent with instructional goals. • Provides for individual student differences. • Utilizes appropriate strategies.	IV. PUPIL REACTION: (student response to activities over which the professional employee has control.) • Demonstrates work/study habits. • Evidences communication skills. • Exhibits behaviors conducive to learning. • Participates in learning activities.
---	---	--	---

Rating: Temporary Professional Employee
I certify that the above-named employee for the period beginning _____

(month/day/year)
and ending _____ has received

a rating of
SATISFACTORY ☐ UNSATISFACTORY ☐

Rating (Total Category I, II, III, IV)	<u>80</u>
Seniority	_____

Rating: Professional Employee
I certify that the above-named employee for the period beginning 8/30/06

(month/day/year)
and ending 6/6/07 has received

a rating of
SATISFACTORY ☒ UNSATISFACTORY ☐

Date _____ I.U. Executive Director or Dist. Supt.

I acknowledge that I have read the report and that I have been given an opportunity to discuss it with the rater. 6/4/07
My signature does not necessarily mean that I agree with the performance evaluation.

Date

Date _____ I.U. Executive Director or Dist. Supt.

Signature of Employee

STANDARDS FOR USE OF PDE-5501

EMPLOYEE DEFINITIONS*

The term *professional employee* shall include those who are certificated as teachers, supervisors, principals, assistant principals, vice-principals, directors of vocational education, dental hygienist, visiting teachers, home and school visitors, school counselors, child nutrition program specialists, school nurses, school librarians and school secretaries, the selection of whom is on the basis of merit as determined by eligibility lists.

The term *temporary professional employee* shall mean any individual who has been employed to perform for a limited time the duties of a newly created position or of a regular professional employee whose service has been terminated by death, resignation, suspension or removal.

The term *employee* used only hereafter shall refer to both temporary professional and professional employees.

RATING OF TEMPORARY PROFESSIONAL EMPLOYEE**

A temporary professional employee must be notified as to the quality of service at least twice a year. No such employee shall be dismissed unless rated as unsatisfactory and notified in writing of such unsatisfactory rating within 10 days after the unsatisfactory rating. A temporary professional employee whose work has been certified by the district superintendent or an intermediate unit executive director to the secretary of the school district, during the last four (4) months of the second year of such service, as being satisfactory shall thereafter be a *professional employee* within the meaning of this article. The attainment of this status shall be recorded in the records of the board and written notification thereof shall be sent also to the employee. The employee shall then be tendered forthwith a regular contract of employment as provided for professional employees.

DESIGNATED RATER***

Rating shall be done by or under the supervision of the superintendent of schools or, if so directed by him/her, the same may be done by an assistant superintendent, a supervisor, or a principal, who has supervision over the work of the professional employee or temporary professional employee who is being rated. No unsatisfactory rating shall be valid unless approved by the district superintendent.

MAINTENANCE OF RATING RECORDS****

It shall be the duty of the board of school directors to cause to be established a permanent record system containing ratings for each professional employee within the district and copies of all his/her ratings for the year shall be transmitted to the employee upon his/her request; or if any rating during the year is unsatisfactory copy of same shall be transmitted to the professional employee concerned. No ... employee shall be dismissed unless such rating records have been kept on file by the board of school directors.

GENERAL RATING

1. Designated rater shall use this rating card for each and every official employee rating.
2. The designated rater will place his/her signature in the block provided for either the satisfactory or unsatisfactory rating at the top of the card.
3. Professional employees shall be rated a minimum of once each year.
4. Due consideration shall be given in the rating process to the following factors: professional assignment, intellectual level of students and learning/behavioral problems which might affect professional performance and factors over which the professional has control.
5. Using the descriptors listed in each category on the card, the rater will attach a numerical value to the employee's performance in each of the four categories -- Personality, Preparatory Technique and Pupil Reaction -- to a maximum numerical value of 20 points per category. The aggregate numerical value will not exceed 80 points when adding the four categories.
6. The final numerical rating for each category will appear in the designated block at the bottom of each category column. The total numerical score of the four categories shall be placed in the rating box.
7. Descriptors in each category shall not be weighted. The objective is to substantiate the numerical score with anecdotal records using the descriptors simply as guides.
8. A rating in any category of less than 20 points shall be substantiated by anecdotal record and discussed with the employee.
9. A copy of the rating shall be provided to any employee upon request.

DETAILED APPRAISAL FOR UNSATISFACTORY RATING

1. When an unsatisfactory rating in any major category I, II, III or IV is given an employee the rater must place a check in the block opposite that category designation.
2. It is possible that a gross deficiency in a single category might be sufficiently serious to warrant a total rating of unsatisfactory.
3. Whenever an unsatisfactory rating is given, each such recorded rating must be stated and the specific circumstances supported by anecdotal records. The records must include specific detail of evidence likely to be important in the event the services of an employee are to be discontinued.
4. Two consecutive unsatisfactory ratings of a professional employee are necessary to support dismissal on the grounds of incompetency.

* See Section 1101 (1) and (3) of the Public School Code of 1949, as amended.

** See Section 1108 of the Public School Code of 1949, as amended.

*** See Section 1123 of the Public School Code of 1949, as amended.

**** See Section 1125(a) of the Public School Code of 1949, as amended.

Note: ... The word *professional* has been deleted to be consistent with the employee definitions.

CONF 4/5/06

WASHINGTON SCHOOL DISTRICT FORMAL OBSERVATION

Name Jeff Bunner

Date of Observation 4/5/06

Grade 20th 9th

	O	NA	NO	NI	Comments
Personal Characteristics					<p>I commended you for your professionalism. You consistently demonstrate full adherence to professional standards. Your performance in this area sets you apart as a leader by example and I appreciate your efforts.</p> <p>After observing this lesson, you display initiative and innovation in classroom organization. You have taken a regular lesson and used your creativity to develop and illustrate the lesson to make it so interesting. Your utilizing of techniques are outstanding. All areas were utilized effectively. Students were active engaged and a very positive classroom climate existed.</p> <p>I really appreciate your dedication to our kids.</p> <p>Thank, Jeff</p>
Models appropriate speech/behaviors	/				
Maintains poise and composure	/				
Exhibits personal enthusiasm	/	(Great)			
Demonstrates effective communication skills/clarity	/				
Works cooperatively and respectfully with students	/				
Preparation					
Lesson plans reflect objectives and strategies	/				
Lesson aligns with state standards	/				
Objectives clarified and relevant	/				
Technique					
Gains attention/effective use of time	/				
Demonstrates content knowledge	/				
Effective behavior management and efficient routine procedures (Good)	/				
Pupil involvement; encourages students with appropriate reinforcement	/				
Motivates students	/				
Variety of strategies demonstrated	/				
Adaptations/differentiated instruction	/				
Dimensions of Learning methods/strategies	/				
Use of teaching aids; application/performance activities	/				
Assessment is integrated; pre and post; checks for understanding	/				
Integration of other subject areas	/				
Technology integration/use	/				
Student Reaction/Classroom Climate					
Actively engages students and provides opportunities to demonstrate learning	/				
Readiness/closure	/				
Positive classroom climate	/				

Administrator

Date

Teacher

Date

O - Performance observed; found satisfactory
 NA - Performance not observed; not applicable for this lesson
 NO - Performance not observed; inclusion could have strengthened lesson

WASHINGTON SCHOOL DISTRICT FORMAL OBSERVATION

Name Jeff Banner Date of Observation 4/5/06 Grade 20th 9th

	O	NA	NO	NI	Comments	
Personal Characteristics						
Models appropriate speech/behaviors	/				I commend you for your professionalism. You consistently demonstrate full adherence to professional standards. Your performance in this area sets you apart as a leader by example and I appreciate your efforts.	
Maintains poise and composure	/					
Exhibits personal enthusiasm	/	(Great)				
Demonstrates effective communication skills/clarity	/					
Works cooperatively and respectfully with students	/					
Preparation						
Lesson plans reflect objectives and strategies	/				After observing this lesson, you display initiative and inventiveness in classroom organization. You have taken a regular lesson and used your creativity to develop and illustrate the lesson to make it so interesting. Your utilization of techniques are outstanding. All areas were utilized effectively. Students were active, engaged, and a very positive classroom climate existed. I really appreciate your dedication to our kids. Thank you Jeff	
Lesson aligns with state standards	/					
Objectives clarified and relevant	/					
Technique						
Gains attention/effective use of time	/					
Demonstrates content knowledge	/					
Effective behavior management and efficient routine procedures (Good)	/					
Pupil involvement; encourages students with appropriate reinforcement	/					
Motivates students	/					
Variety of strategies demonstrated	/					
Adaptations/differentiated instruction	/					
Dimensions of Learning methods/strategies	/					
Use of teaching aids; application/performance activities	/					
Assessment is integrated; pre and post; checks for understanding	/					
Integration of other subject areas	/					
Technology integration/use	/					
Student Reaction/Classroom Climate						
Actively engages students and provides opportunities to demonstrate learning	/					
Readiness/closure	/					
Positive classroom climate	/					

Administrator

Date

Teacher

Date

O - Performance observed; found satisfactory
 NA - Performance not observed; not applicable for this lesson
 NO - Performance not observed; inclusion could have strengthened lesson
 NI - Performance as observed indicated need for improvement

Commonwealth of Pennsylvania
DEPARTMENT OF EDUCATION
333 Market Street, Harrisburg, PA 17126-0333
TEMPORARY PROFESSIONAL EMPLOYEE/PROFESSIONAL EMPLOYEE RATING FORM

Brunner Last Name Jeffrey First Middle
WASHINGTON SCHOOL DISTRICT District/IU Washington High School School

Satisfactory Service of employee sufficiently acceptable to justify continuation of employment.	Signature of Rater: <u>[Signature]</u> Position: <u>Principal</u> Date: <u>6-12-06</u>	Unsatisfactory Improvement is essential to justify continuance in service.	Signature of Rater: <u></u> Position: <u></u> Date: <u></u>
---	--	--	---

I. PERSONALITY: (encompasses those personal characteristics that directly influence professional performance.) <ul style="list-style-type: none"> Exercises (prudent) judgment. Maintains personal hygiene. Maintains poise and composure. Maintains professional attitudes. 	II. PREPARATION <ul style="list-style-type: none"> Communicates with parents about student's progress. Demonstrates appropriate language usage. Demonstrates a willingness to cooperate toward district goals. Evidences planning which reflects objectives and activities. Keeps abreast of subject matter and special practices. Provides appropriate instructional material to meet the student's needs. 	III. TECHNIQUE <ul style="list-style-type: none"> Demonstrates ability to organize for instruction. Encourages students with appropriate reinforcement. Provides an educational atmosphere consistent with instructional goals. Provides for individual student differences. Utilizes appropriate strategies. 	IV. PUPIL REACTION: (student response to activities over which the professional employee has control.) <ul style="list-style-type: none"> Demonstrates work/study habits. Evidences communication skills. Exhibits behaviors conducive to learning. Participates in learning activities.
<u>20</u>	<u>20</u>	<u>20</u>	<u>20</u>

Rating: Temporary Professional Employee
I certify that the above-named employee for the period beginning 8-26-05 (month/day/year) and ending 6-16-06 (month/day/year) has received a rating of
SATISFACTORY ☐ UNSATISFACTORY ☐

Rating (Total Category I, II, III, IV)	<u>—</u>
Seniority	<u>—</u>

Rating: Professional Employee
I certify that the above-named employee for the period beginning 8-26-05 (month/day/year) and ending 6-16-06 (month/day/year) has received a rating of
SATISFACTORY ☒ UNSATISFACTORY ☐

Date 6-12-06 I.U. Executive Director or Dist. Supt.

I acknowledge that I have read the report and that I have been given an opportunity to discuss it with the rater.
My signature does not necessarily mean that I agree with the performance evaluation.

Date 6-12-06

Date 6-12-06 I.U. Executive Director or Dist. Supt.

Signature of Employee [Signature]

STANDARDS FOR USE OF PDE-5501

EMPLOYEE DEFINITIONS*

The term *professional employee* shall include those who are certificated as teachers, supervisors, principals, assistant principals, vice-principals, directors of vocational education, dental hygienist, visiting teachers, home and school visitors, school counselors, child nutrition program specialists, school nurses, school librarians and school secretaries, the selection of whom is on the basis of merit as determined by eligibility lists.

The term *temporary professional employee* shall mean any individual who has been employed to perform for a limited time the duties of a newly created position or of a regular professional employee whose service has been terminated by death, resignation, suspension or removal.

The term *employee* used only hereafter shall refer to both temporary professional and professional employees.

RATING OF TEMPORARY PROFESSIONAL EMPLOYEE**

A temporary professional employee must be notified as to the quality of service at least twice a year. No such employee shall be dismissed unless rated as unsatisfactory and notified in writing of such unsatisfactory rating within 10 days after the unsatisfactory rating. A temporary professional employee whose work has been certified by the district superintendent or an intermediate unit executive director to the secretary of the school district, during the last four (4) months of the second year of such service, as being satisfactory shall thereafter be a *professional employee* within the meaning of this article. The attainment of this status shall be recorded in the records of the board and written notification thereof shall be sent also to the employee. The employee shall then be tendered forthwith a regular contract of employment as provided for professional employees.

DESIGNATED RATER***

Rating shall be done by or under the supervision of the superintendent of schools or, if so directed by him/her, the same may be done by an assistant superintendent, a supervisor, or a principal, who has supervision over the work of the professional employee or temporary professional employee who is being rated. No unsatisfactory rating shall be valid unless approved by the district superintendent.

MAINTENANCE OF RATING RECORDS****

It shall be the duty of the board of school directors to cause to be established a permanent record system containing ratings for each professional employee within the district and copies of all his/her ratings for the year shall be transmitted to the employee upon his/her request; or if any rating during the year is unsatisfactory copy of same shall be transmitted to the professional employee concerned. No ... employee shall be dismissed unless such rating records have been kept on file by the board of school directors.

* See Section 1101 (1) and (3) of the Public School Code of 1949, as amended.

** See Section 1108 of the Public School Code of 1949, as amended.

*** See Section 1123 of the Public School Code of 1949, as amended.

**** See Section 1125(a) of the Public School Code of 1949, as amended.

Note: ... The word *professional* has been deleted to be consistent with the employee definitions.

GENERAL RATING

1. Designated rater shall use this rating card for each and every official employee rating.
2. The designated rater will place his/her signature in the block provided for either the satisfactory or unsatisfactory rating at the top of the card.
3. Professional employees shall be rated a minimum of once each year.
4. Due consideration shall be given in the rating process to the following factors: professional assignment, intellectual level of students and learning/behavioral problems which might affect professional performance and factors over which the professional has control.
5. Using the descriptors listed in each category on the card, the rater will attach a numerical value to the employee's performance in each of the the four categories -- Personality, Preparation Technique and Pupil Reaction -- to a maximum numerical value of 20 points per category. The aggregate numerical value will not exceed 80 points when adding the four categories.
6. The final numerical rating for each category will appear in the designated block at the bottom of each category column. The total numerical score of the four categories shall be placed in the rating box.
7. Descriptors in each category shall not be weighted. The objective is to substantiate the numerical score with anecdotal records using the descriptors simply as guides.
8. A rating in any category of less than 20 points shall be substantiated by anecdotal records and discussed with the employee.
9. A copy of the rating shall be provided to any employee upon request.

DETAILED APPRAISAL FOR UNSATISFACTORY RATING

1. When an unsatisfactory rating in any major category I, II, III or IV is given an employee the rater must place a check in the block opposite that category designation.
2. It is possible that a gross deficiency in a single category might be sufficiently serious to warrant a total rating of unsatisfactory.
3. Wherever an unsatisfactory rating is given, each such recorded rating must be stated and the specific circumstances supported by anecdotal records. The records must include specific details of evidence likely to be important in the event the services of an employee are to be discontinued.
4. Two consecutive unsatisfactory ratings of a professional employee are necessary to support a dismissal on the grounds of incompetency.

WASHINGTON SCHOOL DISTRICT FORMAL OBSERVATION

Name Jeff Bunner

Date of Observation 4-12-05 Grade 9 Adv 2014

	O	NA	NO	NI	Comments
Planning/Preparation					
Lesson plans completed in advance	/				Very thorough planning. Goals & objectives sequential. Instruction implements all elements of your plans.
Instructional goals; sequential objectives	/				
Student data applied	/				
Content standards	/				
Resource materials/technology	/	computers			
Multiple assessments	/				Good. Variety of assessment strategies employed.
Teacher resource documentation	/				
Classroom Environment					
Students are actively engaged	/				Very orderly procedures and very high clear expectations.
Equitable learning opportunities	/				
Effective classroom procedures	/				
Organization of physical space	/				
Relevant displays	/	Computer Room			
Instructional Delivery					
High quality student work valued	/				You always make learning interesting and come alive. You display such enthusiasm for the content. You demonstrate a solid knowledge of material. This gives students confidence in the value & relevance of the lesson. This is an excellent lesson. Students really got involved. They experience all aspects of the WWII era. I feel the combining of a unit by English & S.S. was excellent. I appreciate a staff that pulls together. Great Job! Our students are.
Evidence of reinforcement	/				
Effective use of time	/				
Dimensions of Learning strategies	/				
Differentiated instruction	/				
Equitable/constructive feedback	/				
Application/performance activities	/				
Informed use of informal/formal assessments	/				
High degree of flexibility/responsiveness	/				
Integrated assessment	/				
Professionalism					
Models appropriate speech/behaviors	/				Fortunate to have you.
Maintains poise and composure	/				
Maintains professional appearance	/				
Exhibits personal enthusiasm	/				
Demonstrates effective communication skills/clarity	/				
Demonstrates respect for students	/				
Evidence/knowledge of students guides instruction	/				

Administrator [Signature]

Date

Teacher Jeff Bunner

Date 4/14/05

O - Performance observed; found satisfactory

NA - Performance not observed; not applicable for this lesson

NO - Performance not observed; inclusion could have strengthened lesson

NI - Performance as observed indicated need for improvement

WASHINGTON SCHOOL DISTRICT FORMAL OBSERVATION

Name

Jeff Bunner

Date of Observation

4-12-05

Grade

9 Adv 20th

	O	NA	NO	NI	Comments
Planning/Preparation					
Lesson plans completed in advance	/				Very thorough planning. Goals & objectives sequential. Instruction implements all elements of your plans. - Good. Variety of assessment strategies employed.
Instructional goals; sequential objectives	/				
Student data applied	/				
Content standards	/				
Resource materials/technology	/	Computers			
Multiple assessments	/				
Teacher resource documentation	/				
Classroom Environment					
Students are actively engaged	/				Very orderly procedures and very high, clear expectations.
Equitable learning opportunities	/				
Effective classroom procedures	/				
Organization of physical space	/				
Relevant displays	/	Computer Room			
Instructional Delivery					
High quality student work valued	/				You always make learning interesting and come alive. You display such enthusiasm for the content. You demonstrate a solid knowledge of material. This gives students confidence in the value & relevance of the lesson. This is an excellent lesson. Students really got involved. They experience all aspects of the WWI era. I feel the combining of a unit by English & S.St. was excellent. I appreciate a staff that pulls together. Great Job! Our students are.
Evidence of reinforcement	/				
Effective use of time	/				
Dimensions of Learning strategies	/				
Differentiated instruction	/				
Equitable/constructive feedback	/				
Application/performance activities	/				
Informed use of informal/formal assessments	/				
High degree of flexibility/responsiveness	/				
Integrated assessment	/				
Professionalism					
Models appropriate speech/behaviors	/				Fortunate to have you.
Maintains poise and composure	/				
Maintains professional appearance	/				
Exhibits personal enthusiasm	/				
Demonstrates effective communication skills/clarity	/				
Demonstrates respect for students	/				
Evidence/knowledge of students guides instruction	/				

Administrator

Date

Teacher

Date

O - Performance observed; found satisfactory

NA - Performance not observed; not applicable for this lesson

NO - Performance not observed; inclusion could have strengthened lesson

NI - Performance as observed indicated need for improvement

Revised 10/04

Name

Jeff Bomer

Date of Observation

4-12-05

Grade

9 Adv 20th

	O	NA	NO	NI	Comments
Planning/Preparation					
Lesson plans completed in advance	/				Very thorough planning.
Instructional goals; sequential objectives	/				Goals & objectives sequential
Student data applied	/				Instruction implements all elements of your plans.
Content standards	/				
Resource materials/technology	/	Computers			Good.
Multiple assessments	/				Variety of assessment strategies employed.
Teacher resource documentation	/				
Classroom Environment					
Students are actively engaged	/				Very orderly procedures.
Equitable learning opportunities	/				and very high & clear expectations.
Effective classroom procedures	/				
Organization of physical space	/				
Relevant displays	/	Computer Room			
Instructional Delivery					
High quality student work valued	/				You always make learning interesting and come alive. You display such enthusiasm for the content. You demonstrate a solid knowledge of material.
Evidence of reinforcement	/				This gives students confidence in the value & relevance of the lesson. This is an excellent lesson. Students really got involved. They experience all aspects of the WWII era. I feel the combination of a unit by English & S.S. was excellent.
Effective use of time	/				I appreciate a staff that pulls together.
Dimensions of Learning strategies	/				Great Job! Our students are
Differentiated instruction	/				
Equitable/constructive feedback	/				
Application/performance activities	/				
Informed use of informal/formal assessments	/				
High degree of flexibility/responsiveness	/				
Integrated assessment	/				
Professionalism					
Models appropriate speech/behaviors	/				
Maintains poise and composure	/				
Maintains professional appearance	/				
Exhibits personal enthusiasm	/				
Demonstrates effective communication skills/clarity	/				
Demonstrates respect for students	/				
Evidence/knowledge of students guides instruction	/				

Fortunate to have you.

Administrator

Date

Teacher

Date

O - Performance observed; found satisfactory

NA - Performance not observed; not applicable for this lesson

NO - Performance not observed; inclusion could have strengthened lesson

NI - Performance as observed indicated need for improvement

SEMI-ANNUAL EMPLOYEE EVALUATION FORM FOR INSTRUCTIONAL I TEACHERS

Brunner *TrEE* *Instructor Socials*
 Employee's Last Name First Middle Position(s) of Employee
1 *Washington HS* *Ron Tunko* *4-13-08*
 District/TU School Evaluator Interview/Conference Date
 School Year: Evaluation: (Check 1) ☐ One ☐ Two

This form is to serve as a permanent record of an administrator's evaluation of a teacher's performance during a specific time period based on specific criteria.

PERFORMANCE EVALUATION

Directions: Examine all sources of evidence provided by the teacher and bear in mind the aspects of teaching for each of the four categories used in this form. Refer to the rubric language, checking the appropriate aspects of teaching, and indicating the sources of evidence used to determine the evaluation of the results in each category. Finally, assign an overall evaluation of performance, sign the form and gain the signature of the employee.

Category I: Planning and Preparation — Through their knowledge of content and pedagogy skills in planning and preparation, teachers make plans and set goals based on the content to be learned, their knowledge of students and their instructional context. Category I reviews: Knowledge of Content and Pedagogy, Knowledge of Pennsylvania Academic Standards, Knowledge of Students, Selecting Instructional Goals, Designing Coherent Instruction, Assessing Student Learning, Knowledge of Resources, Materials and Technology.

☒ **SATISFACTORY**

Teacher's performance demonstrates:

- o Adequate knowledge of content and pedagogy
- o Adequate knowledge of Pennsylvania's Academic Standards
- o Adequate knowledge of students and how to use this knowledge to direct and guide instruction
- o Appropriate instructional goals that reflect standards and reasonable expectations for students
- o Reasonable awareness of resources, materials, or technology available through the school or district or professional organizations
- o Appropriate instructional design in which plans for various elements are partially aligned with the instructional goals and have a recognizable sequence with some adaptations for individual student needs
- o Appropriate reflection on teaching and learning to enhance instruction
- o Appropriate assessments of student learning mostly aligned to the instructional goals and partially adapted as needed for student needs.

☐ **UNSATISFACTORY**

Teacher's performance demonstrates:

- o Limited or partial knowledge of content and pedagogy
- o Limited or partial knowledge of Pennsylvania Academic Standards
- o Irrelevant or partial knowledge of students and how to use this knowledge to direct and guide instruction
- o Unclear or trivial instructional goals and absence of expectations for students
- o Little or no awareness of resources, materials, and technology available through the school or district or professional organizations
- o Inappropriate or incoherent instructional design in which plans for elements are not aligned with the instructional goals, and have few or inappropriate adaptations for individual student needs
- o Little or no reflection on teaching and learning to enhance instruction
- o Inappropriate assessments of student learning not aligned to the instructional goals nor adapted as needed for student needs.

Sources of Evidence (Check all that apply and include dates, types/titles and number)

- | | | | |
|--|----------------------|--|----------------------|
| <input checked="" type="checkbox"/> Lesson/Unit Plans | See Attachment 426 A | <input checked="" type="checkbox"/> Teacher Conferences/Interviews | See Attachment 426 A |
| <input checked="" type="checkbox"/> Resources/Materials/Technology | See Attachment 426 A | <input checked="" type="checkbox"/> Classroom Observations | See Attachment 426 A |
| <input checked="" type="checkbox"/> Assessment Materials | See Attachment 426 A | <input checked="" type="checkbox"/> Teacher Resource Documents | See Attachment 426 A |
| <input checked="" type="checkbox"/> Information About Students | See Attachment 426 A | <input checked="" type="checkbox"/> Other | See Attachment 426 A |

Justification for Evaluation

Sources of evidence indicate satisfactory rating

Category II: Classroom Environment — Teachers establish and maintain a purposeful and equitable environment for learning, in which students feel safe, valued, and respected by instituting routines and by setting clear expectations for student behavior. Category II reviews: Teacher Interaction with Students, Establishment of a Learning Environment; Student Interaction.

☒ **SATISFACTORY**

Teacher's performance demonstrates:

- Clear and moderate expectations for student achievement with reasonable value placed on the quality of student work
- Moderate attention to equitable learning opportunities for students
- Appropriate interactions between teacher and students and among students
- Effective classroom routines and procedures resulting in little or no loss of instructional time
- Clear standards of conduct and effective management of student behavior
- Safe and adequate organization of physical space, to the extent it is under the control of the teacher, that provides accessibility to learning and to the use of resources, materials and technology.

☐ **UNSATISFACTORY**

Teacher's performance demonstrates:

- Low or unclear expectations for student achievement with little or no value placed on the quality of student work
- Little or no attention to equitable learning opportunities for students
- Inappropriate or disrespectful interactions between teacher and students and among students
- Inefficient classroom routines and procedures resulting in loss of instructional time
- Absent or unclear standards of conduct, or ineffective management of student behavior
- Unsafe or inadequate organization of physical space, to the extent it is under the control of the teacher, to provide accessibility to learning and to the use of resources, materials, and technology.

Sources of Evidence (Check all that apply and include dates, types/titles, and number)

- | | | | |
|--|----------------------|--|----------------------|
| <input checked="" type="checkbox"/> Classroom Observations | See Attachment 426 A | <input checked="" type="checkbox"/> Visual Technology | See Attachment 426 A |
| <input checked="" type="checkbox"/> Informal Observations/Visits | See Attachment 426 A | <input checked="" type="checkbox"/> Resources/Materials/Technology/Space | See Attachment 426 A |
| <input checked="" type="checkbox"/> Teacher Conferences/Interviews | See Attachment 426 A | <input type="checkbox"/> Other | See Attachment 426 A |

Justification for Evaluation

Sources of evidence indicate satisfactory rating

Category III: Instructional Delivery — Teachers, through their knowledge of content and their pedagogy and skill in delivering instruction, engage students in learning by using a variety of instructional strategies. Category III reviews: Communications, Questioning and Discussion Techniques, Engaging Students in Learning, Providing Feedback, Demonstrating Flexibility and Responsiveness.

☒ **SATISFACTORY**

Teacher's performance demonstrates:

- Adequate communication of procedures and clear explanations of content
- Adequate use of questioning and discussion strategies that encourage many students to participate
- Reasonable engagement of students in learning and adequate pacing of instruction
- Adequate feedback to students on their learning
- Adequate use of informal and formal assessments to meet learning goals and to monitor student learning
- Reasonable flexibility and responsiveness in meeting the learning needs of students.

☐ **UNSATISFACTORY**

Teacher's performance demonstrates:

- Unclear or inappropriate communication of procedures and poor explanations of content
- Ineffective use of questioning and discussion strategies and little student participation
- Little or no engagement of students in learning and poor pacing of instruction
- Inaccurate or inappropriate feedback to students on their learning
- Little or inappropriate use of formal and informal assessments to meet learning goals and to monitor student learning
- Inflexibility in meeting the learning needs of students.

Sources of Evidence (Check all that apply and include dates, types/titles, or number)

- | | | | |
|--|----------------------|--|----------------------|
| <input checked="" type="checkbox"/> Classroom Observations | See Attachment 426 A | <input checked="" type="checkbox"/> Student Assignment Sheets | See Attachment 426 A |
| <input checked="" type="checkbox"/> Informal Observations/Visits | See Attachment 426 A | <input checked="" type="checkbox"/> Student Work | See Attachment 426 A |
| <input checked="" type="checkbox"/> Assessment Materials | See Attachment 426 A | <input checked="" type="checkbox"/> Instructional Resources/Materials/Technology | See Attachment 426 A |
| <input checked="" type="checkbox"/> Teacher Conferences/Interviews | See Attachment 426 A | <input checked="" type="checkbox"/> Other | See Attachment 426 A |

Justification for Evaluation

Sources of evidence indicate satisfactory rating.

Category IV: Professionalism — Professionalism is demonstrated through qualities that characterize a professional person in aspects that occur in and beyond the classroom/building. Category IV reviews: Maintaining Clear and Accurate Records, Communication with Families and Students, Contributing to School and District, Developing Professionalism.

☒ **SATISFACTORY**

Teacher's performance demonstrates:

- Adherence to school and district procedures and regulations related to attendance, punctuality and the like.
- Knowledge of the Professional Code of Conduct.
- Compliance with school or district requirements for maintaining accurate records, communicating with families.
- Compliance with participating in school and/or district events and school or district professional growth and development opportunities.

☐ **UNSATISFACTORY**

Teacher's performance demonstrates:

- Failure to adhere to district procedures and regulations related to attendance, punctuality, and the like.
- Lack of knowledge of the Professional Code of Conduct.
- Lack of compliance with school or district requirements for maintaining accurate records, communicating with families
- Lack of compliance in participating in school and/or district events and school or district professional growth and development opportunities.

Sources of Evidence (Check all that apply and include dates, types/titles, and number)

- | | | | |
|---|----------------------|--|----------------------|
| <input checked="" type="checkbox"/> Teacher Conferences/Interviews | See Attachment 426 A | <input checked="" type="checkbox"/> Progress Reports/Report Cards | See Attachment 426 A |
| <input checked="" type="checkbox"/> Observations/Visual Technology | See Attachment 426 A | <input checked="" type="checkbox"/> Parent/School/Community Feedback | See Attachment 426 A |
| <input checked="" type="checkbox"/> Artifacts/Interaction with Family | See Attachment 426 A | <input checked="" type="checkbox"/> Artifacts: Professional Development/Act 48 Documentation | See Attachment 426 A |
| <input checked="" type="checkbox"/> Student Records/Grade Book | See Attachment 426 A | <input checked="" type="checkbox"/> Perceptive Use of Teaching/Learning Reflections | See Attachment 426 A |
| | | <input checked="" type="checkbox"/> Other | See Attachment 426 A |

Justification for Evaluation

Sources of evidence indicate satisfactory rating

Evaluation:

I certify that the before named employee for the period beginning ¹⁻²⁸₀₅ and ending ⁶⁻⁹₀₅ has been evaluated
(month/day/year) (month/day/year)

to have an overall level of proficiency that is: ☒ Satisfactory; ☐ Unsatisfactory

Ronald J. [Signature]
Signature of Principal/Assistant Principal
(Evaluator)

4-13-05
Date

[Signature]
Signature of Superintendent or IU Director

4-15-05
Date

Overall Justification for Evaluation

Sources of evidence indicate
Satisfactory rating

Commendations (optional)**Professional Development Areas:**

Jeffrey A. Bunner
Name of Employee

Jeffrey A. Bunner
Signature of Employee

4/14/05
Date